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ENG 1001G 150: College Composition I

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ENGLISH 1001G – College Composition I: Critical Reading & Source-Based Writing

Professor: Dr. Marjorie Worthington

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Objectives Include (but are not limited to):

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community.
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations.
- Find appropriate sources through secondary research, including the use of academic databases.
- Integrate sources ethically and appropriately using at least one recognized citation style.
- Use effective language and delivery skills through speaking opportunities.
- Present work in Edited American English.

TEXTBOOKS:

Academically Adrift, Arum and Roksa

From Inquiry to Academic Writing: A Text and Reader 2nd Edition, Greene and Lidinsky

DISABILITY SERVICES: If you have a *documented* disability and wish to receive academic accommodations, please contact the Office of Disability Services (217-581-6583) as soon as possible. I will ensure you are accorded all the aid you require.

POLICIES:

Written Assignments: This is a writing course. For that reason, you must complete ALL written assignments listed below in order to pass; even if you could *mathematically* get a passing grade without turning in a shorter assignment, you must turn it in or you will not pass. For each major writing assignment, you will receive a formal assignment sheet; we will discuss these assignments in-depth in class before they are due so you will always know what is expected of you.

Academic Integrity: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be re-reported to the Office of Student Standards.

Plagiarism: Plagiarism is defined as appropriating words or ideas that are not your own without giving proper credit. The temptation to plagiarize can be great, particularly in the advent of extensive computer technology and the collaborative nature of our class. However, the consequences of plagiarism are dire and can result in a grade of F for the assignment and even for the course. It will also result in a report to the Judicial Affairs Office.

Tech Support: If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. Email and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the same page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, contact the ITS Helpdesk at 217-581-4357 during regular business

hours or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, contact your instructor.

COURSE CATALOG DESCRIPTION: College Composition I, focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. C1 900R WC

ASSIGNMENTS: You will be required to complete the writing assignments listed below.

GRADE BREAKDOWN

Writing Assignments:

Essay 1: Personal Essay (goals)	100 points
Essay 2: Rhetorical Analysis	150 points
Essay 3: Synthesis Essay	150 points
Essay 4: Analyzing Arguments Essay	150 points
Essay 5: Thesis Essay	200 points
Essay 6: Research Essay	250 points

ENG 1001G READINGS AND ASSIGNMENTS

WEEK 1

- A. Introduction to D2L
- B. Introduction to Syllabus
- C. *Inquiry*, Chapter 2, pp. 29-41

WEEK 2

- A. Essay 1 Assigned
- B. *Inquiry*, Chapter 8, pp. 199-222
- C. *Inquiry*, Chapter 4, pp. 73-81, 85-90

WEEK 3

- A. *Inquiry*, Chapter 12, pp. 322-337
- B. Peer Review of Essay 1
- C. **Essay 1 due**, Essay 2 assigned

WEEK 4

- A. *Inquiry*, Chapter 3, pp. 55-63, 67-71
- B. *Academically Adrift*, Chapter 1, pp. 1-13
- C. *Academically Adrift*, Chapter 1, pp. 14-31

WEEK 5

- A. Peer Review of Essay 2

- B. Review *Inquiry*, pp. 322-336.
- C. **Essay 2 due**, Essay 3 Assigned, Review *Inquiry*, pp. 67-69

WEEK 6

- A. *Inquiry*, Chapter 7, pp. 180-186, Quoting handout
- B. *Inquiry*, Chapter 7, pp. 139-153, Quoting exercise
- C. *Academically Adrift*, Chapter 2, pp. 33-47

WEEK 7

- A. Essay 3 Peer Review
- B. *Academically Adrift*, Chapter 2, pp. 47-57
- C. **Essay 3 due**, Essay 4 assigned

WEEK 8

- A. *Academically Adrift*, Chapter 3, pp. 59-73
- B. *Academically Adrift*, Chapter 3, pp. 73-89
- C. *Inquiry*, Chapter 9, pp. 247-254

WEEK 9

- A. *Inquiry*, Chapter 10, pp. 273-281
- B. *Inquiry*, Chapter 9, pp. 254-266
- C. *Inquiry*, Chapter 10, pp. 283-4, 288-294

WEEK 10

- A. Essay 4 Peer Review
- B. *Academically Adrift*, Chapter 4, pp. 91-104
- C. *Academically Adrift*, Chapter 4, pp. 104-120

WEEK 11

- A. **Essay 4 due**, Essay 5 assigned
- B. *Inquiry*, Chapter 5, pp. 99-105
- C. Thesis Peer Review exercise

WEEK 12

- A. *Academically Adrift*, Chapter 5, pp. 121-135
- B. *Academically Adrift*, Chapter 5, pp. 135-144
- C. Essay 5 Peer Review

WEEK 13

- A. **Essay 5 due**, Essay 6 assigned
- B. *Inquiry*, Chapter 6, pp. 120-135
Homework: begin your research, looking for sources
- C. *Inquiry*, Chapter 6, pp. 136-138

WEEK 14

- A. In-class source evaluation
- B. *Inquiry*, Chapter 9, pp. 266-272
- C. Peer Review I for Essay 6 (turn drafts in to me as well)

WEEK 15

- A. Works Cited page formatting/exercise
- B. In-class revision of essays: bring essay to class
- C. Peer Review II for Essay 6

FINALS WEEK

Essay 6 due